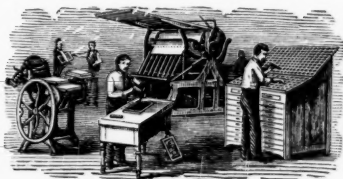


THE SILENT WORKER.



VOL. VI.

TRENTON, N. J., JANUARY, 1894.

NO. 5

WRITTEN FOR THE SILENT WORKER.

PHILIP G. GILLETT, LL.D.

This eminent educator of the deaf, whose strong and kindly face looks out from our page to greet the readers of the SILENT WORKER, was born in 1833, at Madison, Indiana. He was graduated in 1852 from De Pauw University, or the University of Indiana, as it was then called, and in the same year began his life work as a teacher of the deaf.

In 1856 he was appointed Principal of the Illinois Institution for the Deaf and Dumb in Jacksonville, which position he held for more than thirty-seven years.

The school at that time was small and unimportant, but under his management it grew in numbers until when he left, it numbered nearly 600 pupils, and was the largest institution of the kind in the world.

As a business man, in the conduct of the institution, Dr. Gillett was highly successful. A member of the State Board, whose duty it was to inspect the money matters of the state institutions, once said to the writer that among all the men he knew in active business he thought there was no one who could buy supplies cheaper or manage employes better than Dr. Gillett.

As the institution grew in numbers under his management improvements were made in many directions. New buildings were added from time to time, and, until the magnificent dream of the architect was realized in the erection of the "Silent City" at Mount Airy, the Illinois School had the finest and the most complete buildings of any such institution in the United States, and therefore, of course, the best in the world.

The esteem in which Dr. Gillett is held as an educator of the deaf is shown by the offices to which he has been chosen by the members of his profession throughout the country. He has been a member of the Executive Committee of the "Annals" ever since that organ of the American teachers of the deaf was founded. He was chosen President of the National Convention in 1886, and has been a member of the Executive Committee of the American Association to Promote the Teaching of Speech to the deaf, since its formation in 1890. Last summer he was elected permanent President of that association, and his whole time is now given to the duties of the office.

By training and associations Dr. Gillett is conservative, but, at the

same time, he has been progressive, and always ready to adopt any new thing for the good of the deaf.

To quote his own saying: "If the deaf are learning to fly, my pupils shall have wings."

He was the first of the "old line" principals to introduce articulation teaching into his school, which he

gymnasium and to adopt a course of physical instruction.

In industrial and art education, the Illinois Institution has been in the front rank, if not the very first.

Dr. Gillett has always taken a warm interest in educational and church matters. He was for one term President of the International Sunday

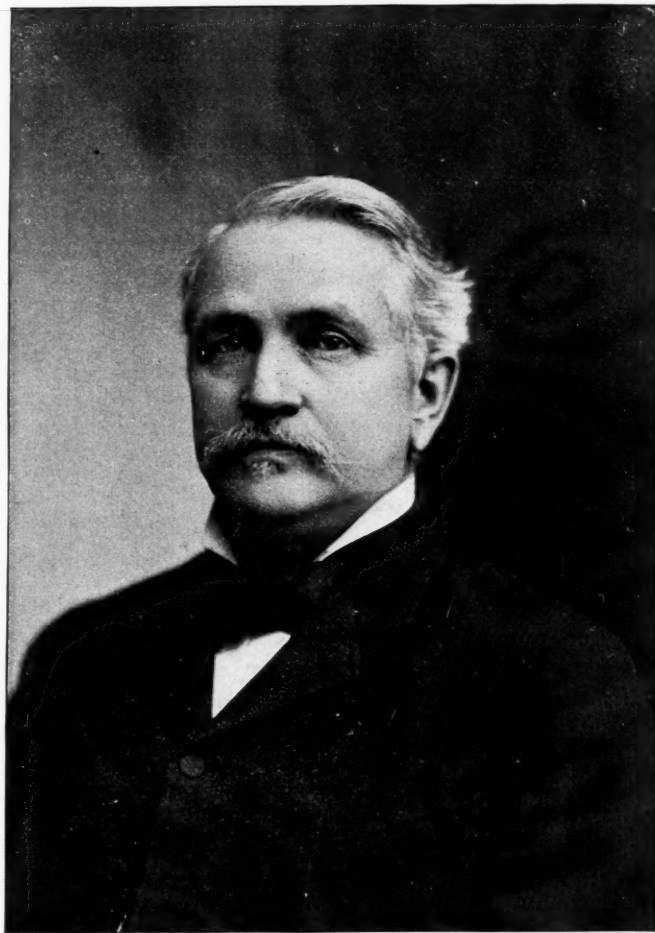
does not oppose the use of signs to some extent, and in some cases.

During his long service as Principal more than 2000 deaf pupils were under his charge (probably more than ever came under the care of any other man) and there were employed in one way and another, about 1000 persons.

In the spring of 1893, Dr. Gillett resigned his position for political reasons, it being understood that the new Governor desired to turn out all persons in public institutions who were not of his own political faith.

In the following summer, without any effort or indeed any knowledge on his own part, he was elected to the position he now holds, which gives him perhaps a wider field and a position of more influence in guiding the course of the deaf than is held by any other man in this country.

The excellent likeness of Dr. Gillett which we give is loaned by the *Paper for our Little People* of Rochester.



PRESIDENT PHILIP G. GILLETT, LL.D.

did in 1868. At that time many of the principals and teachers of the deaf not only were strongly prejudiced against speech teaching but would not admit the success which the new method was gaining before their very eyes. He was also the first to get uniforms for all his pupils, both boys and girls, and the now very general adoption of this plan is probably due to its excellent effects on the discipline and appearance of the pupils of his school.

If we are not mistaken, the Illinois school was also the first to have a

School Union, and for fourteen years continuously he has been a member of the Lesson Committee of the Union.

As to the teaching of the deaf, he is, in theory and in practice, an eclectic.

Although President of the Speech Association, he does not insist that all pupils should be taught by speech alone. He would have every pupil given the chance to learn speech and would teach as many as can with advantage be taught to speak and read the lips. But he thinks that finger spelling is very useful, and he

American Association to Promote the Teaching of Speech to the Deaf.

To the Deaf of America:

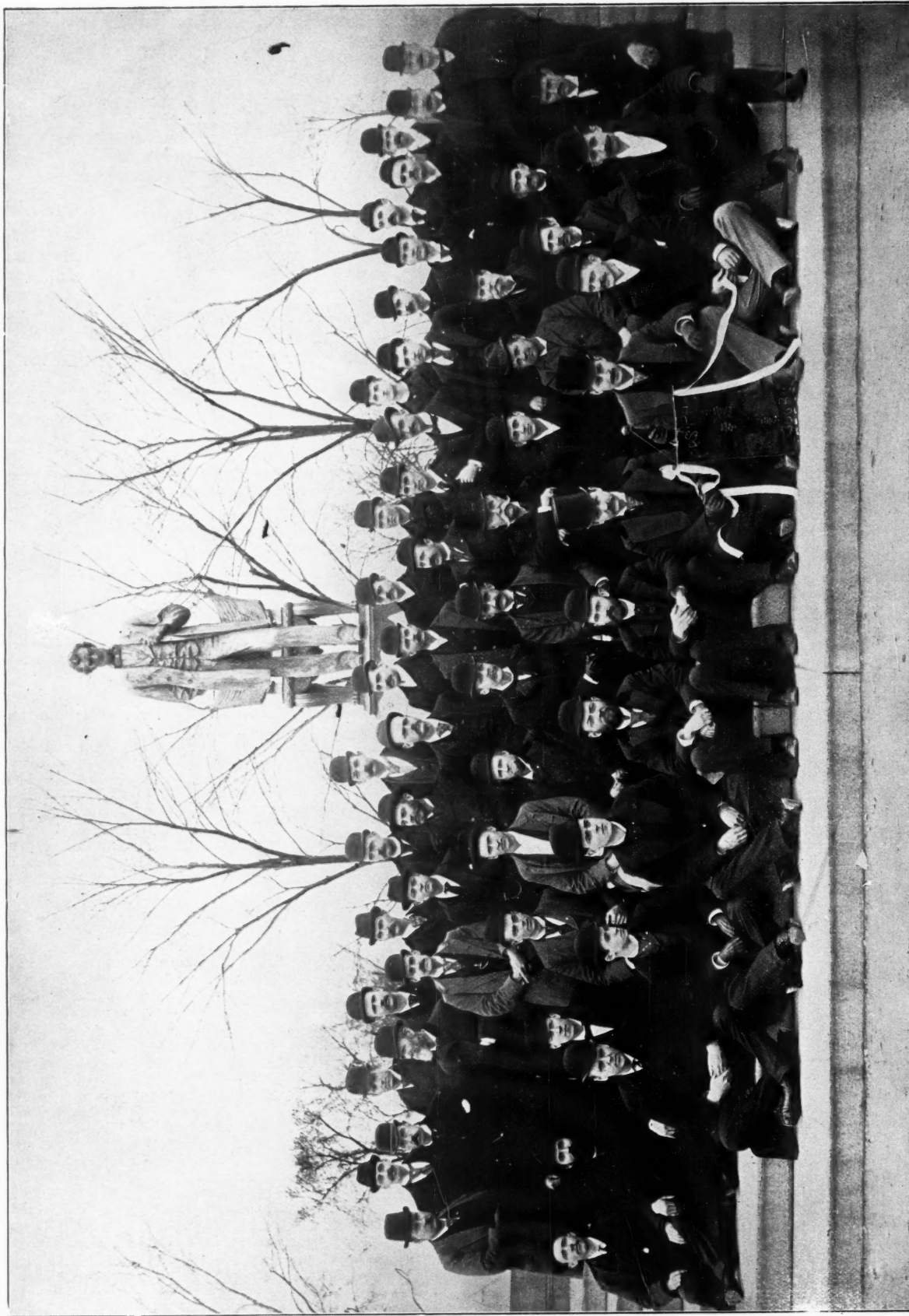
DEAR FRIENDS:—One of the signal triumphs of modern times is the education of the deaf. In many instances it is of great excellence. Of the Educational Congresses held last summer under the auspices of the World's Congress Auxiliary during the Columbian Exposition, there was none that amazed or interested intelligent observers more than the Congress of the deaf, composed of gentlemen and ladies from all parts of America, and from some foreign countries, while all instructors of the deaf felt in it a degree of pride that nothing else could afford them.

The proceedings of that Congress when published will further enlighten the public as to the ability of its members as shown in their papers and discussions. At the same time dissertations presented by deaf members of the World's Congress of Instructors of the Deaf will show that they hold fully as high a standard as members who hear.

No other class of persons in acquiring an education encounter such difficulties as do the deaf, so that the wonder is not that they do no better, but that many do so well. Some periodicals devoted exclusively to subjects pertaining to the deaf often present articles and editorials by deaf men and women with a force and beauty of expression that would do credit to the best magazines and newspapers. They also show force of thought within the line of subjects they have studied, and treat of. There is no reason why such writers should not extend the fields of their attention and discussion, and enter the arena where are discussed questions political, social, literary, financial, *et cetera*.

Proposals are under consideration looking to a still greater advancement of the deaf. Many of you have realized the multiplicity of duties daily assigned you during the years of your pupilage. To acquire the

(Continued on fifth page.)



The Pas-a-Pas Club of Chicago.

M. Grimm, W. White, C. Morris, J. Griffin, E. Holycross, G. Carter, F. Hartung, H. Brimble, T. Foy, J. Coughlin, D. Gorey, N. Evanson, W. Arnold, R. Long,
 C. Codman, T. Ritchie, J. Cotton, C. Schuttler, F. Kaufman, S. Howard, M. Cox, J. White, J. Verity, J. Bergler, J. Dolan, C. Kessler, G. Merrill, E. Huggins, M. Sonneborn,
 P. Hilliard, W. McMillan, T. Hartford, M. Schuttler, E. Des-Rocher, C. Sullivan, C. Buchan, F. Hyman, J. Loew, H. Hart, C. Corey, E. Bowes, J. Sansom, D. Atkinson, G. Fraser,
 G. E. Morton, B. F. Frank, F. P. Gibson, J. E. Gallagher, G. T. Dougherty, J. J. Kleinhans, O. H. Rengensburg, H. C. Ross, Julius Ruben,

Trustee Treas. *Secy.* *1st Vice-Pres.* *2nd Vice-Pres.* *President* *Cop. Secy.* *Serg't at Arms.* *Trustee*
 Absent Members:—H. Beaman, C. Colby, J. Gordon, E. Hunter, C. Houston, L. Lalagor, J. Watson, G. Reinke, F. Welekhd, G. Christensen, E. Klofverskold, J. Sonneborn, W. Lowther, Ed. Leif,
 G. Libenstein, M. Sullivan, H. Reed, C. Wakefield, W. Neumayer, M. Stout

(MEMBERS PRESENT IN GROUP, 53; MEMBERS ABSENT, 20; TOTAL MEMBERSHIP, 73.)

PAS-A-PAS CLUB.

A Short Sketch of the Leading Deaf-Mute Club in this Country.

Gibbon, in writing a history of the decline and fall of the Roman Empire, declared it was a personal affair. Similarly, in presenting to the public the history of the Pas-a-Pas Club, we are obliged to call into account the personal efforts of the members, to omit which would be like rendering Hamlet without Hamlet in it.

It is comparatively an easy task for a few men to meet and decide upon a plan of organization, but to live through the trials and tribulations and obstacles which attend the formation, is altogether a different thing for the club. Deaf-mute organizations have sprung up like grasshoppers all over the country, but many were consigned to an early grave. The Pas-a-Pas Club went through years of laborious toils, trials and crises innumerable, that more than once came near placing it on the category of deceased clubs, but to-day it appears as the grandest, the largest and the most liberal club in the whole country. The club, since its reorganization in 1890, has an average of four applications for membership, which is limited to men of good moral character, at each business meeting, and the actual membership at present foots up to seventy. The club was incorporated in 1891, and enjoys the distinction of being the only incorporated club of deaf-mutes in the world.

The first step to organization was made at a private picnic at Jackson Park in the summer of 1882, and a few days later seven young men met at the residence of Chester C. Codman, where a permanent organization was formed, and E. D. Kingon elected president. A suggestive name, offered by Harry Reed, of Wisconsin, then visiting the city, was adopted, and the club appropriately named the Pas-a-Pas Club, meaning step by step. Ever since then a new era marked the deaf of Chicago. Social and literary meetings were held, and picnics and balls were regularly given. For a time its growth was remarkable, but it had no settled hall of its own, and as some members objected to paying for not getting what they termed "their money's worth," it was apparent a hard time must be experienced. But through the indefatigable efforts of its founder, C. C. Codman, then president, the club was kept alive, and, later, in 1888, its social and literary object changed into that of a land association. In the fall of 1890, pursuant to a general call, there was a mass meeting of deaf mutes at St. James Church, presided over by O. H. Regensburg, and it was there deemed advisable to effect some sort of an organization that could receive the visitors to the city during the World's Fair in 1893, and the delegates to the great National Convention of Deaf-Mutes in that year. There was a min-

or society in the city, and a compromise was effected with the lesser rival to call the new organization the "Pas-a-Pas Union." The name, however, failed to prove a drawing card, and was subsequently changed to the old name. Immediately following its reorganization, the club leased for a term of three years, as temporary headquarters, the entire fifth floor of the building on the southeast corner of Clark and Randolph streets. Over three hundred dollars were expended in improvements. At the north end of the auditorium is a large stage, well lighted and fitted up with a fine drop-curtain and full set of scenery and the club has given varied dramatic entertainments.

The first remarkable social success of the club, was the opening ball held at Grand Palace Hotel, February 14, 1891, and the attendance was estimated at 400. President Gallaudet, of the National Deaf-Mute College, opened the lecture program of the club two years ago, and a grand reception was tendered him. Since then, the services of prominent persons have been secured, and the monthly lectures and addresses given are well appreciated by the members and their numerous friends. The principle of the old land syndicate still exists in the Lakeside Land Association. This Association, which, in reality, is an offshoot of the club, has speculated considerably in lots and shares in real estate.

The present Board of Directors of the club consists of C. C. Codman, President; J. J. Kleinhaus, Vice-Pres.; John N. Bergler, 2d Vice-Pres.; F. P. Gibson, Corresponding Sec'y; B. F. Frank, Recording Sec'y; Morton Sonneborn, Treas.; Thomas Ritchie, Librarian, and W. H. McMillan, Sergeant-at-Arms. Julius Ruben and G. T. Dougherty, Trustees.

Among the leading members, are George T. Dougherty who is considered the best deaf-mute chemist in the country; Oscar H. Regensburg, head book-keeper in a wholesale and retail grocery establishment; Frank P. Gibson, whose brother is the well-known reporter that once accompanied Stanley to Africa; Jacques Loew, the well-known manufacturer of leather, plush and silver novelties. He is said to be the most successful business man among the deaf of this or any other country.

"Pas-a-Pas—a choicer title
Never graced a worthier cause.
'Tis, in sooth, a brief recital
Of the wisdom of its laws.

"Step by step, we win our laurels
On the field of steady strife,
Step by step, our deeds and morals
Pave the path to future life.

"Speechless, in the gestured motions
Of the languaged hand and face,
Will the poet's penned devotions
Amplify serve the speaker's grace?

"Though all praise from me be meagre,
Though from haste my song be brief,
Still my willing heart is eager
To address the Dumb and Deaf."

OVERTURE

Of the Convention of American Instructors of the Deaf to the American Association to Promote the Teaching of Speech to the Deaf:

To the Members of the Convention of American Instructors of the Deaf:

LADIES AND GENTLEMEN:—As authorized by a vote of the Convention passed on July 21, 1893, at Chicago, the Standing Executive Committee have forwarded an overture, given below, to the President and Directors of the American Association to Promote the Teaching of Speech to the Deaf.

This overture, it is expected, will receive early consideration by the Management of the Association, and its proposals will in due time become the subject of negotiation between the Board of Directors and the Committee.

Up to this date no serious objection has been presented to the chairman of the Committee from any quarter to the plan of reorganization proposed in the overture.

It seems best, however, that so important a measure should be set fully before the minds of all the members of the Convention, that an opportunity may be had for a general expression of opinion, and for the discussion of any suggestions that may seem of importance to any interested party.

The chairman therefore makes the overture public through the pages of the *Annals*, and requests that all criticisms of the proposed reorganization in the interest of the Convention, may be sent directly to him, that they may be laid before the Committee, where they will receive due attention.

E. M. GALLAUDET,
Chairman.

WASHINGTON, D. C., Nov. 21, 1893.

To the President and Directors of the American Association to Promote the Teaching of Speech to the Deaf:

LADIES AND GENTLEMEN:—At the business meeting of the Thirteenth Convention of American Instructors of the Deaf, held in Chicago, July 21, 1893, the Standing Executive Committee of the Convention presented the following report:

The Standing Executive Committee, to whom was referred the subject of the reorganization of the Convention, with a view of forming in its place an Association of Instructors of the Deaf, beg leave to submit the following

REPORT.

Your Committee have carefully considered the subject referred to them, and, in view of the fact that since the meeting of the last Convention in 1890 at New York an association has been fully organized for promoting a particular branch of the education of the deaf, of which a large number, if not a majority, of our profession have become members, believe it is not desirable at this time to take steps toward the formation of another general association of instructors.

The American Association to Promote the Teaching of Speech to the Deaf has held two meetings since 1890, both of which were of the nature of conventions. At these meetings, more particularly at the second, subjects were discussed of interest in the edu-

tion of the deaf, plainly outside the prescribed scope of the work of the Association. Far from criticising this course, your Committee take it as evidence of the nature and even necessary tendency, which must show itself in large meetings of intelligent teachers, to consider subjects of more general interest than the one for the promotion of which the American Association to Promote the Teaching of Speech to the Deaf was established.

Now, as all teachers of the deaf are or ought to be interested in promoting the teaching of speech to the deaf to its utmost practicable limit, your Committee have been led to the conclusion that the best solution of the problem referred to them by the New York Convention is to be found in such a modification and enlargement of the scope of the American Association to Promote the Teaching of Speech to the Deaf as shall make it, in fact, the American Association of Instructors of the Deaf.

Your Committee are confident that in effecting this change the original purpose of the Association need not be in the slightest degree overborne or interfered with.

Your Committee have been led to feel very strongly that the formation, out of the old Convention, of an association which would need for its success the support of the great body of the profession, while the American Association to Promote the Teaching of Speech to the Deaf, drawing its members from the same constituency, was in the field, would be apt to lead to a division of forces, tending to weakness, and not to strength. There would be more or less conflict as to times and places of meetings; more or less difficulty in attending such meetings by all who would wish to do so; and probably some rivalry, not to say contention, which would not be helpful to the good cause we all have at heart.

Your Committee believe that the interests of the profession as such, and the general object of the best possible education of the deaf, would be far more effectively promoted by a single comprehensive association, in which all needed departments might be carried on for special purposes, than by having "two Richmonds in the field."

In support of this view, they beg to cite the example of the American Association for the Promotion of Science, which, while it brings together most effectively scientific workers of all sorts, encourage the labors of specialists by maintaining departments and sections on all required lines.

Your Committee recommend, therefore, that the Convention make overtures to the American Association to Promote the Teaching of Speech to the Deaf, looking to such a change of name with an enlargement of objects as shall render further meetings of the Convention unnecessary.

All of which is respectfully submitted, by order of the Committee.

E. M. GALLAUDET,
Chairman.

CHICAGO, July, 21 1893.

By thine own soul's law learn to live;
And if men thwart thee, take no heed,
And, if men ever hate thee, have no care—
Sing thou thy song and do thy deed;
Hope thou thy hope and pray thy prayer;
And claim no crown they will not give.
—Whittier.

To have what we want, is riches;
but to be able to do without, is power.
—G. MacDonald.

INTO the well which supplies thee
with water, cast no stones.—Talmud.

To suspect a friend is worse than
being deceived by him.—La Rochefoucauld.

INDUSTRIAL.

In future we will print under this heading communications from individuals, comments or newspaper extracts relative to the Technical or Industrial progress of the deaf.

Artist Blanchard, in a private letter, comments on Mr. Pach's article "The Deaf in Business," as follows:—"Pach's article is very much to the point. A deaf-mute must have a pile of money, or its equivalent in genius, to get along in business by himself, and even semi-mutes in a large city are at a great disadvantage. In my own case, people who have good voices or shape their words well on the lips, hardly realize that I am deaf; but others have some difficulty, and a very few find it almost necessary to write to be sure there is no misunderstanding. The real obstacle is that though my speech is perfect, and I have always been among hearing people, yet I am somewhat isolated from general society, and social acquaintance is far more important than ability in building up a professional practice in art, law, or medicine.

"After I learned my business and was working as a journeyman engraver, I got better pay than any one in the shop, and my deafness seemed no obstacle, and now that I have become an independent portrait artist I succeed very well, and get at least double the price anyone else does in my line, but it is because I do the best work in St. Louis. I also keep all my patrons, but all the same, if I had a wide social acquaintance I would do twice the volume of business. I would never think of trying to run the engraving business alone."

* * *

Principal Walker is giving engraving and electrotyping a trial at the Illinois Institution, having purchased a complete plant. The "chalk process," if we are not mistaken, will be used, so that only skill in outline drawing is needed, thus doing away with the extra expense of employing an expert engraver. The main object seems to be to give the art pupils a chance to develop a talent for newspaper illustrating, a field which seems to be always growing. We think the attempt is well worth imitating, inasmuch as a complete plant for "chalk process" engraving can be purchased for a very small amount of money.

* * *

We are using the "Murphy Lighting Galley Locks" and find them great time savers in our office. Dr. Miles Medical Co., of Elkhart, Ind., makers of the great Restorative Nervine, are sole agents. The locks are all brass and must be used to be appreciated, and printers in general will find them just the thing they need.

* * *

TEMPERANCE and labor are the two best physicians of man.—Roussani.

INDUSTRIAL NOTES.

Our Deaf In the World of Labors.

(From Exchanges.)

—Miss Lillian Pierson is a compositor on the Paterson (N. J.) Evening News.

—Mr. Frederick R. Stryker is operating an "Empire" type-setting machine, at the office of *Once a Week* Publishing Co.

—There is a Scotch deaf-mute in Cambridge, Mass., who is a capital stone-cutter and has steady employment at \$25.00 per week.

—Mr. James H. Logan, a deaf-mute, the first principal of the Western Pennsylvania Institution, and the author of the *Raindrop*, is now a prosperous iron merchant in Pittsburgh, Pa.

—Miss Minnie E. Wyman, of Cleveland, Ohio, is said to have a fine reputation at fine sewing at all millinery houses in Cuyahoga Co. On her return from New Jersey next April, she will take charge of the millinery parlors at Euclid Ave.

—Mr. and Mrs. James Park formerly of Ohio, have a fine ranch of forty acres about a mile down from the Waters' ranch. They have also nice lemon trees which are yielding them a handsome income. Their lemons are greatly in demand in San Francisco.

—A firm that is rapidly coming to the front in Topeka is that of Wright, Worrall & Jones, printers and engravers, who are now located in spacious and desirable quarters on the ground floor in the Odd Fellows' Temple. Mr. Jones is a graduate of the Michigan School.

—The *Maryland Bulletin* is responsible for the following statement: "Mr. E. B. Hill, of Lompoc, Cal., a graduate of the California School, is said to be one of the richest mute ranchmen on the Pacific Coast, having a large ranch of some thousand of acres in barley for his 300 horses."

—John Homer Howlett, editor of the *Atchison (Kan.) Blade*, a leading colored paper, is said to be the only colored deaf and dumb newspaper man on earth. He is but 24 years old and was educated at the Missouri institute for the deaf and dumb at Fulton, Mo.—*Jeff City Tribune*.

—It is stated that Mr. Cad. C. Washburn, a graduate of the Minnesota School and of the National College, has been admitted to the life class of the Art Students' League of New York, a privilege which is obtained only through a severe competitive examination. There are only seventeen out of seven hundred students in the class.

—Mr. Frederick Shanisey, of Cayton, Ohio, who works in a Cash Register factory, has put his spare time to good account. In fact, he may make a fortune some day from the machine he has invented. He has got letters patent on his machine. He has sent us a copy of his letters patent containing cuts, drawings and a description of his invention, of which the following is an abstract:—

"My invention relates to improvement in adding machines.

"The object of the invention is to furnish accurate mechanical means for adding any series of figures, which is done by the employment of mechanism that will be hereinafter fully described.

"The improvements have reference to a system of toothed wheels associated in a manner to obtain special result; to one or more series of disks having teeth representing digits from one to nine, and to means for bringing said disks on a line with a gear wheel to be rotated a distance corresponding with the teeth on said disks.

"The principle embodied in my invention, though associated in the present in-

stance with an application for the Letters Patent, as a means for adding numerals, is not alone susceptible of such use, but may be used for various other purpose—such for instance, as increasing the amount of gearing in various ways, that different work may be done at the same time, and independently of each other, from a single primary source of power; or it may be used as a means for conveying power to a drilling machine in a way enabling the speed to be regulated so as to prevent the breakage of drills. It affords also an advantageous use as a changeable gear for a bicycle, and in a word, its use may be available in any connection where two powers are required to act separately or conjointly upon a third body imparting to said third body a power equal to one of them, if one power is used, or equal their sum if two or more powers are applied at the same instant."

The patent was issued to him December 12th, 1893; the application was filed December 15, 1893.—*Columbus Cor. Deaf-Mute Journal*.

LOCAL NEWS.

Happy and content is a home with "The Rochester," a lamp with the light of the morning. Catalogues, write Rochester Lamp Co., New York.

—Professor Spring, of Williams College, and Mrs. Spring spent the last days of the old year with Mr. and Mrs. Jenkins.

—The new teacher appointed to fill the place left vacant by the resignation of Miss Dey, is Miss Florence Brown. She used to teach school in Milwaukee, Wis.

—Dr. Gillett and Prof. Westervelt were among the noted visitors at the school this month. Both expressed themselves as being very much interested in the progress made by our pupils.

—Principal Jenkins attended the annual meeting of the society of the Sons of the American Revolution, in Newark, on December 26th. He was named one of the alternate delegates to the meeting of the national society in Washington next May.

—In the early part of this month, Mr. Peter Gaffney severed his connection with the school. He has been carpenter for the school ever since it opened for the reception of pupils ten years ago, and in the capacity of instructor, carried out Principal Jenkins' ideas as to how the boys under him should be instructed in the technicalities of the trade admirably well. Mr. Gaffney, during his long service, won the respect of all who knew him, and as an employe of the school, was always faithful in the discharge of his duties. He enters into business of his own in this city, with the the best wishes of all for his success.

IS STEPHENSON DEAD?

The *Gazette*, in its issue of January 17th, said that Mr. R. C. Stephenson was reported to have died from

an operation performed on his ears in a certain hospital in Philadelphia. The rumor could not be confirmed, and no one here has succeeded in finding out whether he is alive or dead. He came to the school a few days before the report was made, bidding his friends good bye. He told some of the boys that he was going to have the operation performed, because he was anxious to regain his hearing, as he thought he could not succeed in business very well without it. We hope, however, there is no truth in the rumor, and that if he did have the operation performed, no serious results came of it.

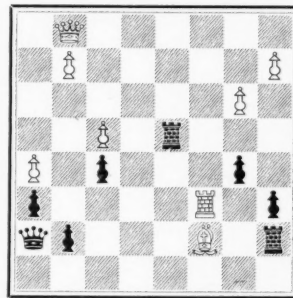
CHESS.

Prof. Lloyd, New Jersey, vs. Prof. Walker, Texas.

FIRST GAME.

Position at White's 38th move. Black to move.

WHITE, (N. J. eight pieces).



BLACK, (Texas, eight pieces.)

In the second game between the same players seventeen moves have been made, which looks much in Prof. Lloyd's favor. The moves are left out this month for want of space.

BUY THE
LIGHT RUNNING
NEW HOME



THE BEST IS THE CHEAPEST.

Send TEN cents to 28 Union Sq., N. Y., for our prize game, "Blind Luck," and win a New Home Sewing Machine.

The New Home Sewing Machine Co., ORANGE, MASS.

28 UNION SQUARE, N. Y.
CHICAGO ILL. BOSTON, MASS. ATLANTA, GA. SAN FRANCISCO CAL.
ST. LOUIS, MO. DALLAS, TEX.

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CLELAND, SIMPSON & TAYLOR,
AGENTS.

TRENTON, N. J.

SCHOOL BOOKS SUPPLIES MAPS CHARTS GLOBES 59 FIFTH AVE. N. Y. CITY W. B. HARISON.

(Continued from first page.)

language of books, a trade, needle-work, domestic duties, articulation, lip-reading, physical culture, each of which is important, constitutes an array of daily duties that the students of no hearing school are required to pursue. Several of these are so important that the entire time of hearing youth is frequently given to one of them alone. The earlier admission of deaf children into institutions and schools, and the establishment of purely technical schools for the deaf may open the way to relieve the great rush and hurry of school life in some institutions for the deaf, and will place their pupils in the more favorable environment of their hearing fellows enabling them to give time and attention with more fullness and precision to purely educational work, and afford better opportunity for recreative exercises. It is hoped that these two innovations—if such they may be called—upon established usage, will open the way for greater attention to speech and lip-reading than has been usual in the past. There is a growing desire that a much larger percentage of the deaf shall master these two valuable acquirements. It is becoming more generally acknowledged that difficult as it is for the deaf to learn to utter intelligible speech, and clearly read the lips of others, that more of them can become able to do so, than many of their most ardent friends have supposed, and that with more extensive and skilful instruction, with more assiduous attention and effort, larger results will be seen.

The American Association to Promote the Teaching of Speech to the Deaf desires by all proper and feasible means to encourage and forward this good work, and do the utmost it can to place the deaf on the highest possible plane of self-reliance, usefulness and happiness. The charter of the association specifically mentions as its object "to aid schools in their efforts to teach speech and speech-reading," but yet it is not estopped from any other line of work that may tend to advance the general welfare of the deaf. It comes forward with the sentiment of our martyred President Lincoln, "malice toward none and charity for all." It does not in most cases expect perfect speech by the deaf, for perfect speech is produced by not a very large percentage of the hearing. All degrees of excellence of vocal utterance are heard daily from the stammerer, the lisper, the tongue-tied, the hare lippered and the thoughtless, to the finished elocutionist, but no one refuses or is discouraged to speak because he does not talk as well as some others. It should be so with the deaf. Let every one be encouraged to do the best he can and to come as near perfection as is possible for him.

A very pleasing feature of the late Congress of Instructors of the Deaf was the fact that so many of its deaf members with evident commendable pride orally read their productions to the audience, while some hearing friends translated them from their diction into the sign-language, for the benefit of the deaf who were present. This was the reverse of the usage of former years. May we not hope that the same spirit that animated these authors will pervade the entire deaf community. The world moves and the signs of the times indicate that the speaking deaf are coming to the front to remain there.

The American Association to Promote the Teaching of Speech to the Deaf, desires all to unite with it in whatever is calculated to advance the greater uplifting of this class, and especially bespeaks the sympathy and co-operation of the deaf themselves in the good work to which it is set apart. All intelligent deaf men and women are equally welcome, and invited to become its members. The time was when others must make sentiment in behalf of and concerning the deaf, but they are now so far and so highly advanced, that the sentiment of the public in this regard can by

proper means be largely made by the deaf themselves. Surely there are no individuals who should be more justly and sincerely interested in the Association and its work than the intelligent deaf. Good men and women are devoting time, thought, labor and money—some in magnificent amounts—to this work without any hope or thought of reward. The Association wisely occupies, as one of its earliest and best friends has said, "a neutral position and its power will not be used to foster one method against another." It only intends to do good and most certainly it will do no harm. "Come thou and go with us and we will do thee good."

Yours Sincerely,
PHILIP G. GILLET.

President of the American Association to Promote the Teaching of Speech to the Deaf.

Persons desiring membership certificates should address Prof. Z. F. Westervelt, Rochester, New York, enclosing fee of Two Dollars.

THE DEAF IN LITERATURE.

Last month the SILENT WORKER published a list of books and magazine articles wherein the deaf were either heroes or heroines or prominent figures. The works named were given from memory, books by the profession being purposely left out. To this list Dr. E. A. Fay in the "Annals for the Deaf," adds the following valuable contributions. Some of the works named, however, are not strictly within the scope of the article in the paper, belonging rather to the special literature of the deaf than to general literature.

Alfred de Masset's story, "Pierrect Camille."

J. N. Bonilly's drama, "L'Abbe de L'Epee."

Louis Dutens's "Memoires d'un Voyageur qui se repose."

Henri-Gaillarde "Les Sourds-Muets Mimes" and "Les Sourds-Muets Soldats."

Francis Green's "Vox Oculis Subjecta." Samuel Johnson's "Journey to the Western Hebrides."

John Kitto's "Lost Senses" and "Deaf Traveller."

Rider Haggards's "She."

Gen. Lew Wallace, "Prince of India."

Fitz Hugh Ludlow's story, "The Music Essence."

Miss Kate Foote's story, "The Pistol Shot."

Hall Caine's "Scape-goat."

Miss Kate M. Farlow's "Silent Life."

Miss Fuller's "The Venture."

E. M. Gallaudet, "Poetry of the Deaf"—(*Harpers*.)

Rev. Dr. Seiss' "Children of Silence," Howard Glyndon,—"Sweet Bells Jangled out of Tune."

E. A. Hodgson, "Facts, Anecdotes and Poetry;"

Mr. W. R. Roe's "Anecdotes and Incidents."

I. V. J.

Our Exhibit at the Fair.

A friend writes to Mrs. Jenkins as follows in regard to our Chicago exhibit: "While at the White City I hunted up the exhibit of your school,

and felt well repaid for my trouble when I found it. The work of the pupils in the various handicrafts taught seemed to me excellent, but as a woman I can speak with authority as to the sewing, which was certainly very good indeed. Some of your girls are entitled to rank as perfect mistresses of needle-work, and I think they could learn nothing more useful, or more womanly. Your little paper interested me very much. I think it not only well executed in the mechanical way, but interesting even to those outside your line of work for the curious and pleasing information it gives about the deaf. I noticed you did not have much written work from the class-rooms. The specimen lessons given showed that your teachers spare no pains to make the subjects studied, real to their pupils. Probably an expert would have seen adaptation to the special needs of your children. The drawing and painting on china were meritorious, and showed thorough instruction on a good method. Altogether I was gratified with the display made by the school.

Written for the SILENT WORKER.

"The Prince of India" the First Articulation Teacher.

In Gen. Lew Wallace's new book, "The Prince of India," the three servants of the Prince are deaf and dumb. In a letter, he says of one of them: "Thou wilt find Syama shrewd and of good judgment, older than he seemeth and quick to render loyalty for my sake. Be advised also that he is deaf and dumb, yet if in speaking thou turn thy face to him and use the Greek tongue he will understand by motion of thy lips and make answer by signs." And in another chapter he introduces a new comer to the other servants as the grandson of a former companion of his wandering and also deaf and dumb. "I call him Nilo," he says to a friend, "and spend the morning hours teaching him to talk; for while he keeps me reminded of a Greek demi-god, so tall, strong and brave is he, he is yet deaf and dumb

and has to be taught as Syama was. When thou hast to deal with him be gentle and courteous." As this is said to have taken place in the year A.D. 1448, the "Prince of India"—really the Wandering Jew, is the first articulation teacher on record.

I. V. J.

TERRIBLE EXPLOSION!

Too High Pressure.

In these days of keen competition in every line, when the business man is compelled to bend his intellect and every energy to the success of his business; the clerk, book-keeper, professional man and laborer, to drive themselves at a terrific rate, there can be but one result—an explosion, which is not resulting in immediate death, leaves them with shattered brains and bodies. They are running at too high pressure. The strain is too great. Something must and does give way. This is equally true of women. Though their sphere is more limited, they have their daily burdens, frets, and worries, and the results are the same as with their stronger companions.

This condition is growing worse every day. The rapidity of its increase is awful to contemplate. Our homes, hospitals, and insane asylums are full of these unfortunates, and are being crowded still further. There is but one solution of the matter. Recognize the importance of the situation at once, and take the necessary measures to overcome it. If you have failing memory, hot flashes, dizziness, nervous or sick headache, biliousness, irritability, melancholy, sleeplessness, fainting, nervous dyspepsia, epilepsy, etc., know that any one of them is but a symptom of the calamity that may befall you and even though you have used so-called remedies and treated with reputable physicians with little or no benefit, give Dr. Miles' Restorative Nerve a trial. It is the only remedy that may be depended upon for nervous disorders.

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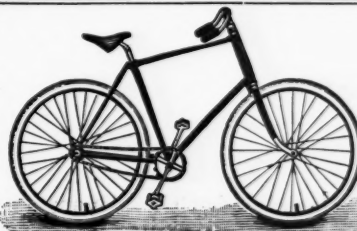
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JANUARY, 1894.

THE overture from the convention to the association looking toward a reunion of the two bodies, which we print elsewhere, will be fully discussed in all lights, probably, before final action is taken. The advantages of the reunion are well set forth in the overture, but there are also, it seems to us, objections. One is, that there is a considerable, and a respectable, body of teachers who are on the whole, in favor rather of restricting than of promoting the teaching of speech to the deaf. At least, they or some of them feel that the tendency at present is to extend the use of oral methods too far.

Thinking so, these teachers ought to have a place in which to express their convictions, as some of them at least can do with effect.

But clearly, the association is not the right place for uttering such views. At the same time, such teachers might, with perfect propriety, belong both to the association and to the convention, and attend and take part in meetings of both bodies.

THE death of Miss Ellen Barton, Principal of the Portland (Me.) Day School, will be widely felt and mourned. She was a woman of great energy and, like many others who have ennobled the teacher's calling, unsparing of her own time and strength if only she might help her pupils. A strong, perhaps an extreme, advocate of the pure oral method, which she was always ready to champion, she was so courteous, bright and tactful that those who differed with her could not help enjoying her conversation, and whether or not she made converts she always made friends. Her talk on books and pictures, social questions and all large subjects of ordinary conversation was fresh, witty and penetrating.

She is well known to the teachers of the deaf by her book, "Language

Lessons in Arithmetic," which in its scope is quite original and which is admirably worked out. Her force of will was shown by the fact that she kept at work until the day before she was taken to the hospital for the operation which a cruel disease made necessary, and under which she sank.

TEACHERS of the deaf, while keeping informed as to what is doing among their own number, should not forget to keep watch over the wider field of general education for suggestions which may be turned to account in their work. The new methods of teaching foreign languages ought to furnish us with valuable hints, as teachers in this line are now coming to work on the same principles as those which govern the best practice in schools for deaf-mutes. The Gouin method has been carefully studied in the light of its adaptability to our work by Dr. Fay, who has given as a valuable paper on the subject in the *Annals*.

We have just come across a new work of the same general kind, the *Foreigner's Manual of English*, by Miss Helen L. Clark, published by W. B. Harison, 59 Fifth Avenue, New York. The book has been prepared especially for use in the public schools of our large cities in which whole classes sometimes have to be formed of children who have no knowledge of English, spoken or written, and who have among them perhaps half a dozen mother-tongues. In this state of things of course English and English only must be used in the class. It follows naturally that the very first lesson should relate to objects in the school-room and to actions performed in the presence of the class. A little further on it is necessary, or at least helpful, to have pictures to supply a wider range of language. After a certain stage is reached, these aids may be dropped. All this is sound, and is familiar to teachers of the deaf. In this book of 150 pages, divided into 75 lessons, the pupil makes the acquaintance of about 3000 words. However it may be with hearing children, we think this is too highly concentrated food for the deaf. It is not so much a large vocabulary that we want at first, as a thorough knowledge and free use of the simpler words and sentence forms. Again we think that the use of what we may call book language, or perhaps more properly newspaper language, instead of conversational language about every day matters, is a mistake. For instance, about half way through the book we find such phrases as "receive with delight," "express entire satisfaction with," "in readiness for any emergency." It is not that the pupil can not be made to understand these phrases, but that he will not hear them used among the people he meets every day, and so these phrases will not get, as

it were, ground into his mind so as to form part and parcel of it. For the rest, the book is in convenient form, and is well gotten up as to binding, paper and type. The proof-reading is not what it should be. *Lay* is used quite persistently for *lie*, and errors in spelling are more frequent than is allowable. We think it may be a useful book for the special purpose for which it is designed and we would advise its purchase for every institution library, but we do not think it can be introduced with any advantage into schools for the deaf where good methods already prevail.

THIS winter is the time above all others when he that hath two coats should give to him that hath none, and he that hath bread should do likewise. Never before within our recollection, have so many honest men, able and willing to work, been obliged to ask for help from their more fortunate neighbors.

Now, as never before, men in business, men holding large properties, are embarrassed, and where, perhaps in other years they could draw their checks for thousands, now they can give only hundreds to relieve this distress. People who live on fixed salaries assured to them by the credit of a solvent State are at this time the most fortunate class in the community and they, if any, should give freely, according to their means, in blessed charity.

In most of our institutions all, or a majority of those employed, have their board and lodging provided for them, and receive fair compensation in money for their labor. Few of them have others to support. Any one so situated from Superintendent down to the one who figures lowest on the payroll, can and should—if the need is shown to them, they will—give liberally.

Another thing. Most persons so employed have saved some money against a rainy day, and live habitually somewhat within their income. Every one can see that he or she needs certain things which *may* be bought now but which *must* be bought within six months or a year. Articles of clothing certainly; in the case of those who keep house it may be a set of china or a carpet or the papering of a room. We would advise the spending of money in these ways now, even if the money has to be drawn from the savings bank.

This is a good time to buy; goods are cheap and the money so spent will go into the channels of trade and will help to keep workmen and their families out of the ranks of the unemployed. Next Spring or Summer they will not need work so badly and the prudent housewife will replace from her savings the money drawn out now. Very possibly prices will then be higher so that these purchases may be twice

blessed; blessing him who buys and him who sells.

It has been an especial aim in the school work of this year to encourage general reading among our pupils of all grades except the lowest.

Quite unexpectedly it has been found that in some of the younger classes the old nursery favorites, the children's classics, such as *Aladdin*, *Cinderella*, *Gulliver*, and the best of *Grimm's Household Tales*, were quite coldly received. The children object to the unreality of these stories and want something *true*, like the story of the monkey who tried to shave himself, or the snake that was found in a watermelon.

It would be interesting and might be instructive to learn whether this abnormal dislike is shared by deaf children in general. If so, it would be in order to inquire into the reason, and to trace out the effects of such a peculiarity.

For one thing, deaf people are in general literal to a degree that not only lessens their capacity for social enjoyment, but is a hindrance to them in adding to their stock of knowledge. They "can't take a joke," they can't understand a metaphor, they take a parable for a solemn statement of a fact, and altogether fail to see the application. All teachers of the deaf, and deaf-mutes themselves who by much intercourse with others have overcome this narrowness of mind, will agree with us on this point. Now, would not a course of *Mother Goose* and *Robinson Crusoe*, of the *Arabian Nights* and of *Uncle Remus*, of *Grimm* and *Hans Andersen*, taken at the proper age, tend to give the flexibility of mind, the ability to see how a truth may be best stated in a statement which is not true, which is what such persons need? And why don't these children like the fairy story? Is it because while the taste for this class of literature normally develops at three years of age, our pupils cannot take their first lessons until, say, at eight?

Is it that our way of teaching language on a graded plan makes it too formal a means for conveying such lawless romantic tales?

And "what are we going to do about it?"

We would not teach the chronicles of *Brer Rabbit* as children learn their catechism, nor would we drive *Cinderella* into a boy with the rod.

But we would not give them up.

A teacher who can see the value of these stories will find a way to make them interesting. If anyone fails to see the value of such stories, perhaps he will explain why wise Nature makes such use of the myth and its near relatives in the education of every child and of every race that has grown from savagery into civilization. And the condemnation which is visited on

the fairy story, falls equally on Homer, Virgil, Dante, Shakspeare, Milton and Tennyson. We have not found that persons who despise fiction are those who are most concerned with the highest class of facts. And we think that a crowd of ancient Greeks listening to a string of outrageous yarns about sirens and harpies from a wandering minstrel was in better business than is a knot of matter-of-fact people overhauling their neighbors' reputations.

THE December *Educator* contains a long and very well written article by Mr. W. G. Jenkins, of Hartford, in defence of the use of signs. Mr. Davidson replies on the editorial page to some of his arguments. Mr. Jenkins has made, we think, as strong an argument as could be made in the case, and his paper is very readable. Unlike much that has been written on the question, the tone is entirely fair and courteous.

We think Mr. Jenkins makes some strong points. One is that, as compared with pure oral teaching, the sign system is less expensive, allowing twice as many pupils to be taught successfully in a class. It might be said in reply that the best is generally the most expensive, and that articulation is worth to the deaf all that it costs. Again, if the method of using only writing and the finger alphabet is followed a teacher can hand lead large a class as if sign were used.

We think that Mr. Jenkins is right in saying that a hearing child can, under favorable conditions, learn two or more languages in the same way, as perfectly and almost as easily as all children learn their mother-tongue. The writer remembers a family in Texas of which German was the language of the home, while English was used at school and at church, Spanish being the language of the work people, and used by the children of the family generally when at play. The children all spoke these languages with perfect fluency, and their English, at least, was as nearly correct as what our own children use.

We think that Mr. Jenkins is not quite up to date in his criticism of the oral schools for not giving enough practice in reading and in writing English. A great change has been made in that respect, as it seems to us, within ten or fifteen years.

Our experience also goes to confirm Mr. Jenkins' statement that pupils who have deaf-mute parents or deaf brothers and sisters are generally more bright and apt to learn than are others. This was more strikingly the case when pupils generally came to school at ten or twelve years of age instead of six or eight as now.

But we do not think Mr. Jenkins has fully met the real argument against the use of signs which is that

they are so much easier to use than any form of English is, that, in the great majority of cases the deaf learn to use them as their vernacular, and do not so learn English in any form.

It is further claimed, for what we may call the "pure English" method, that pupils so taught do acquire such free use of English.

We know that there are degrees of success and failure under all sorts of teachers and under every method, and that as Dr. Gallaudet has wisely said: "Good methods are a good thing, but a good teacher is the thing."

Still, we think that inquiry directed to this one point ought to bring out the answer whether signs help or whether they hinder the deaf in learning English.

THE school now, for the first time, has a considerable number of books carefully selected with reference to the needs and capacities of our pupils. It is a part of the plan of school work that these books be generally read. The pupils have had their time in the school-room shortened by an hour a day, and it is purposed that as much time as this shall be spent in reading.

Teachers and supervisors can do much to help in making the habit of reading general through the school. The great point to be gained is to make the pupils feel that there is much to be learned in an interesting way from the printed page. Many useful suggestions bearing on this point may be found in the report of our last teachers' meeting. We hope that this valuable means of education will be used so as to produce the best results.

PROF. E. A. FAY's recent address to the students of the National College for the Deaf, on the subject of reading, is full of sound sense and useful advice. He urges among other things, that the students form a club or society for the use of the English exclusively in conversation. This is an idea which has been worked upon in this school with some success, and it ought to be entirely practicable among students as far advanced as those in the College.

THE West Virginia *Tablet* is in error in stating that prayers have been abolished at the New Jersey School. The fact is that the time for service has been changed, so that it falls outside the hours of school. As before, the exercises are conducted by the Principal, and consist of the repetition of the Lord's Prayer, with such remarks on matters of deportment or of morals as seem specially appropriate at the time.

THE story of the girl who made her doll to spell on her fingers reminds us of our little Reno Bice who worked over her pet dog's mouth just as her teacher had worked over her

until the poor beast howled. Then she told her mother that she had taught the dog to speak.

WITH the narrowed days of the winter solstice, "Old Christmas brought his sports again" to our children. Most of them took advantage of the recess to visit their homes and to welcome Santa Claus into the family circle. About twenty-five, however, remained at the school and they were so provided for that they found the State of New Jersey a warm-hearted foster-mother. A tree was set up in the chapel, and beautifully trimmed with ornaments of all kinds. Suitable games and other playthings were prepared, with a liberal allowance of sweets for every pupil.

On Saturday evening the children were admitted to the room. The tree was lighted amid exclamations of delight from the younger ones, and the gifts were distributed. On Christmas day a bounteous dinner was served.

During the recess, one session of school was held every day, the teachers taking the duty in rotation.

THE Georgia School for the Deaf is the first institution to present its report for 1893. Besides the usual information as to the present condition of the school and its last year's work, the pamphlet gives a historical sketch of the school from its founding, with portraits of the present principal, Mr. W. O. Connor, and of two of his predecessors. Pictures of the present fine and beautifully situated buildings are also given, and by way of contrast, a photograph of the log cabin which was the first building occupied by the school. Obituary notices of two deceased members of the Board of Directors are given, and a warm tribute is paid to the late matron of the colored department, who died within the year. The skill and conscientiousness with which the colored children are taught and cared for, by teachers and officers of their own race, is highly creditable to the black and to the white people of Georgia alike.

THE Kentucky Institution reports for the year 193 white and 43 colored

pupils. Few changes have occurred among the officers and teachers. Improvements have been made to the ground and buildings at considerable cost. The school has a library fund of \$2,000, the interest on which enables them to supply plenty of reading for the pupils.

THE Texas School has 263 pupils in its roll, and seems to be in a very prosperous condition. A pure oral department has been organized during the year and now contains 38 pupils.

Death of John P. Brothers.

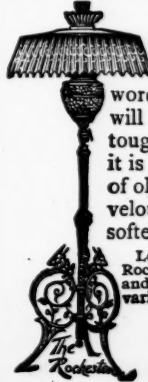
Mr. John P. Brothers, of the State Board of Education, died at his home in White House, Hunterton Co., on the 4th of this month. He had suffered for some years from a very painful disease, but he kept up with great fortitude almost until the last. He often attended meetings of the Board when he was in agony all the time. Mr. Brothers was much interested in this institution and was greatly pleased with any thing that showed that the pupils were improving. He was engaged in the business of manufacturing peach baskets and other wooden ware, at White House. He leaves a widow but no children.

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"The Rochester."

THE SCHOOL ROOM.

All articles relating to school-room work will come under this head. This department is conducted by ROWLAND B. LLOYD, A.B., to whom all articles on kindred subjects should be addressed.

Among deaf-mutes mastery of the English language is very rare. Pupils spend from six to ten years in school and go out into the world with an imperfect knowledge of English. When they go into a shop to make purchases, they cannot always tell clearly what they want to buy or find out the value of the goods shown. When they try to converse by writing or spelling or speech, they make many mistakes; they do not understand fully what is said to them; people laugh at their queer English and they feel mortified. This is true not only of stupid deaf-mutes, but of many bright ones.—Prof. E. A. Fay. [The importance of conversational language to the deaf cannot be overestimated. They need more training in it and less time devoted to book learning for five or six years at least. They are often given school-books to study before they can make any sense out of the language. This does them but little good, unless they will study to understand, which they rarely do. R. B. L.]

Directions.

1. Fold your arms.
2. Hold up your hands.
3. Shake your head.
4. Open your mouth.
5. Shut your eyes.
6. Nod your head.
7. Twirl your thumbs.
8. Clap your hands.
9. Cover your eyes with your hands.
10. Stand on tiptoe.
11. Pat your stomach.
12. Pull down your vest.
13. Button your coat.

Questions.

THE TABLE.

1. What is it?
2. What is it made of?
3. What color is it?
4. What is it for?
5. How high is it?
6. How many legs has it?
7. What is its shape?
8. Is it light or heavy?
9. Where is it?
10. Whose is it?

THE PRINCIPAL.

1. What is his name?
2. Is he tall or short?
3. Is he stout?
4. Does he wear a beard?
5. What color is his beard?
6. What color is his hair?
7. Is he an old man?
8. Has he any children?
9. Does he wear glasses?
10. Does he live in the school building?
11. Do you like him?

THE HORSE.

1. What is a horse covered with?
2. What does he eat?
3. Of what use is he?
4. How large is a horse?
5. Have you ever ridden on horse-back?
6. What is a very young horse called?
7. What is a small horse called?
8. Can you drive a horse?
9. How is a horse fastened to a wagon?
10. What does a good horse cost?
11. Were you ever kicked by a horse?
12. Were you ever bitten by a horse?
13. Have you a horse at home?

Geography.

1. Where is Germany?
2. Of what does the German Empire consist?
3. In what respects does the government differ from that of the United States?
4. Which is the larger, Germany or the United States?
5. Which is the principal German State?
6. What is the chief city of Germany?
7. What are its chief sea-ports?
8. What language do the people speak?
9. Are they intelligent?
10. Why do so many Germans come to this country?
11. What steamship line runs between this country and Germany?
12. Name some of the vessels.
13. What is the fare?
14. What is the climate of Germany? How do you know?

Ellis' History of the United States.

(Page 137.)

1. To what historical period and place does this picture refer?
2. How long ago was it?
3. How did people travel in those days?
4. Contrast the postal facilities of those days and the present.
5. Did they use coal?
6. How did they heat their houses?
7. How did they kindle a fire?
8. What were the school hours?
9. Were there any schools for the deaf?
10. When and where was the first school for the deaf opened?

(Answers.)

1. It refers to the period before the Revolutionary War and to New England.
2. It was 200 or 150 years ago.
3. They traveled in those days by the old fashioned stage coach and riding on horse back.
4. If a person wanted to send a letter to a friend, it would be taken in the old fashioned coach in those days. If a person wants to send a

letter to a friend, it will be taken in the railroad car at the present day.

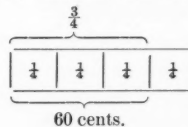
5. They did not use it.
6. They heated them by wood fires.
7. They kindled it by striking flint and steel.
8. The country schools opened at seven or eight o'clock in the morning, had a short recess at noon and closed at five or six o'clock in the evening.
9. There were no schools for the deaf.
10. It was opened in 1817 at Hartford in Connecticut.

Botany.

1. How are plants divided according to their size?
2. What is the color of almost all plants?
3. Name the different parts of a common tree.
4. What do we see in the axils of the leaves?
5. What will arise from them?
6. Where do all the branches grow from?
7. Do all these buds become branches?
8. What is the trunk of a tree composed of?
9. Show a cross section of the trunk of a tree and its parts.
10. Show an axillary bud.
11. What is remarkable about the pith of a tree?
12. What part increases the most?

Arithmetic.

I bought $\frac{3}{4}$ of a pound of tea for 60 cents, what was the cost of 1 pound?



If 3 parts cost 60 cents, 1 part costs 20 cents, and 4 parts or 1 pound cost 80 cents.

Mr. C. Cascella bought of Richard Erdman, of Trenton, N. J., April 1, 1893, one hand-saw \$2.40, 24 lbs. six-penny nails at 4 cts., 18 lbs. eight-penny nails at 4 cts., 2 gallons paint at \$2.25, 2 paint brushes at 30 cts. and 40 cts. He sold to Mr. Erdman the same day, 16 lbs. butter at 25 cts., 20 doz. eggs at 20 cts. Make out the bill.

TRENTON, April 1, 1893.

Bought of R. ERDMAN.

Mr. C. Cascella.

40	96	72	50	70	28	00	28
\$2	4				\$9	8	\$1
							00
							00
							\$4
							4
							Balance due.....
							Cr.
							16 lbs. butter @ 25 c.....
							20 doz. eggs @ 20 c.....
							1 Hand-saw.....
							24 lbs 6 d nails @ 4 c.....
							18 lbs. 8 d " @ 4 c.....
							2 gals. paint @ \$2.25.....
							2 paint brushes @ 30 c and 40 c.

Mr. Small gave his note, dated June 3, 1882, interest 7%, for \$382.40. He paid the note Jan. 3, 1887. How much was due? Write the note.

June 3, 1882 to Jan. 3, 1887, is 4 years and 7 months or $4\frac{7}{12}$ years.

(1.) Find the interest for one year.

$$382.40 \times .07 = \$26.768$$

(2.) Find the interest for $4\frac{7}{12}$ years.

$$26.768 \times 4\frac{7}{12} = 107.072 + 15.614 = \$122.686$$

3. Adding the principal and interest,

$$\$382.40 + 122.686 = \$505.09, \text{ amount due.}$$

$$\$382\frac{40}{100}$$

Trenton, N. J., June 3, 1882.

One year from date I promise to pay John Jones or Order, three hundred eighty-two and $\frac{40}{100}$ Dollars with interest at 7 per cent value received. H. Small.

Reproduced Story.

Once upon a time a physician who lived in Switzerland was riding in his carriage. He was alone in the carriage. While he was riding, he met a lady on the road. The lady had a basket in her hand. She asked the physician to give her a ride. He helped her in. He noticed her hands were large and coarse. He talked to the lady, but the lady seemed to be unwilling to talk with the doctor. He wondered what to do. He formed a plan. He put his hand in his pocket and drew out his handkerchief with a purse. He dropped the purse out of the window. The lady told the doctor that she wanted to get out and get the purse. The doctor consented. So the lady got out. Then the doctor whipped his horse to run. Her basket was left in the carriage. The doctor found two big pistols in it. The lady was a man dressed like a woman. She was a robber. Perhaps she wanted to kill the doctor.

Once a physician was riding in his carriage in Switzerland. He had no companion. He met a lady carrying a basket in her hand. She wanted to ride. The doctor took the lady in. He noticed that her hands were large and coarse. He talked to her. She seemed unwilling to talk. The doctor became suspicious of the lady. He wondered what to do. He found a plan. He drew out a handkerchief and a purse. The purse fell out of the window. The lady asked the doctor to let her get the purse. The doctor consented, so the lady got out. The doctor whipped up his horses and drove away. The lady left her basket in the carriage. The doctor found two revolvers in the basket. He thought that the woman was a man. The man was dressed like a woman. The woman was a robber.

No two things differ more than hurry and dispatch. Hurry is the mark of a weak mind; dispatch of a strong one.—Colton.

WE are shaped and fashioned by what we love.—Goethe.

WHEN a man is in earnest and knows what he is about, his work is half done.—Mirabeau.

TEACHERS' MEETING.

The regular monthly teachers' meeting was held on Thursday, Dec. 21st, 1893. After the usual routine of opening, the subject for discussion was announced, as follows: "How can deaf children be made to take an interest in reading?" Miss Bunting said that she would give anecdotes from history or short and easy paragraphs from newspapers, and would question the pupils on what they had read to make sure that they had understood it, and to make them form the habit of reading with attention. She would take pains to give them reading which was not beyond their comprehension.

Miss Brown thought that, in view of the great difficulty which the deaf child has in acquiring language, reading as a set exercise should not be attempted until the child has been two years in school. With beginners use short paragraphs and very simple language, always being sure to use the same phraseology, as nearly as may be, in repeating the story, as the use of different words for the same thing is perplexing to the child. With older pupils, tell the same story over several times, questioning them to test their understanding of the story, and to fix the leading points in their mind; after this, give them the book to read. Explain carefully unfamiliar words and phrases. Have the pupil write original sentences, using words and phrases found in the book.

A good way to encourage reading is to write on the wall-slates every day some item of news from the daily paper — this to be furnished by the pupils preferably; if they fail, then by the teacher.

Mrs. Ervin has found that her pupils like short stories such as given in Mr. W. G. Jenkins' book "Tales and Stories," better than anything else. They have a positive dislike for fairy stories, myths and any thing and every thing that "isn't true," or which, as they put it, "is a lie."

Mr. Lloyd said that he had found his pupils much interested in Grimm's Household Tales.

Dr. Quackenbos said that he often wrote out an abstract of a story on the wall-slate, and after questioning his pupils to bring out their understanding of it, gave them the book, and showed them that the printed page only gave more fully and in a more interesting way what he had put before them in skeleton form.

Further than this he would not explain the book to the pupil, preferring to let him learn the meaning of an occasional new word or idiom from the connection.

He meant this method to apply rather to classes of some maturity, such as he now has, and in applying it, he would be very careful that the reading matter is not too difficult. In regard to the preference of the pupils for "true" stories, he found it in his own classes, but he made the pupils

understand that although the bare statements of a fable or a fairy-tale are clearly not to be believed, yet they convey a true and useful lesson. In this way the objection was overcome.

Miss Bunting has found that her pupils cared little for the fictitious and wonderful.

Mr. Jenkins said that he had found the children very much entertained by "Uncle Remus" stories. He thought that "child-lore" is good for children, deaf or hearing.

Mrs. Keeler spoke of the *Daily Bulletin* as furnishing reading for the youngest pupils. She would like to have paragraphs of a single line, and bringing in the names of the children, as they would read such with interest. Mr. Jenkins wished that the teachers would send in such items.

Miss Christmas asked if items written by pupils would be acceptable. Mr. Jenkins said that if they were properly expressed they would be better than anything else. But he did not wish to put before the children for their reading anything but good English. Therefore he would have the teacher see that the items are written not only so as to "parse," but in a natural way, as a hearing person would put them. Miss Bunting thought that an extra Saturday edition of the *Bulletin* with news and short stories would be a good thing.

Mr. Jenkins said that he was very glad to have had so many opinions and suggestions given. With some he did not quite agree, but all showed thought and a wish to help the deaf, so good would come of them.

He approved of the plan of giving the children beforehand an outline of what they were to read. In this work, especially when the manual alphabet is used, the teacher, to use Dr. Holmes' metaphor, is playing on their minds with a hose, and it is hard if he cannot find his mark. When interested in the story, the children will be eager to read it, and with a general knowledge of the outline to guide them, they will find their way over a good many verbal obstacles.

This has been his experience in connection with his evening stories in the chapel. Such books as *Ivanhoe*, *Talisman*, *Cloister and Hearth*, and others, have been eagerly sought for after he has given the story in simple language, by pupils who without this aid would never have opened them.

He did not believe in stopping to explain fully the different words and phrases encountered. He would give a working equivalent for the word or phrase in the connection in which it is found, and pass on, leaving the other meanings to be learned in the same way, as they may be encountered.

You can no more get the whole meaning of a new word of wide and varied signification at one time than you can see all the sides of a solid from the same point of view. He approved the plan of questioning the pupils on what they have read, but would avoid

the mistake of directing the questions so as to make the retention of the particulars appear the main thing. That is what we aim at in study, but in general reading the main thing is that the pupil be interested, and in that case of course he will get the thread of the story and remember the striking points.

As to the "classics of childhood," the fanciful stories of *Aladdin*, *Cinderella* and the rest, he thought that if presented at the right stage and in the right way, they would have the same charm for deaf children as for others.

However, the main thing is to get the children to read, and if they will not read fairy tales and will read discussions on the tariff question, he would fill the library with volumes of the *Congressional Globe*. He would put the *Bulletin* into the hands of even the youngest children. They soon find that the sheet contains news for them and learn to pick out a few names at least. He did not think it necessary that the child understand every word. Hearing children read with interest stories that are full of words which are far beyond them. But they get the drift of the story, and they gradually learn what the strange words mean. He did not like the "one-syllable" books. In order to avoid the use of longer words, the writer is forced to use unnatural forms of expression. Whether simple or difficult, what a

child reads should be good English.

We have just got a large number of books, carefully selected for pupils' use, and it is hoped and expected that the teachers will in every way help the children to use them with profit.

Mr. Jenkins added a few words in relation to Miss Dey's resignation as a teacher, which took effect that day.

He expressed his high sense of her skill and faithfulness and on behalf of the teachers and officers generally, regretted that the state of her health made it necessary for her to stop work for the present. With the assurance of the highest esteem on the part of all, he hoped that a short period of rest would restore her to health, and that she would again be found in the work of teaching the deaf.

The committee to choose a subject for discussion at the next teachers' meeting was named, consisting of Dr. Quackenbos and Mrs. Keeler.

The meeting then adjourned.

PEOPLE seem to be contented with "pretty good," "well enough," "as good as the average," "all that is required;" and they are apt to shelter themselves behind one or other of these phrases, if you try to arouse them to something better. This weakness, this failure to come up to any thing more than what is merely passable, seems to be a want of courage, combined with a want of energy, — in plain language, a mixture of cowardice and laziness. — *William Everett*.



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most valuable of any that the profession has discovered. In the *Tabules* the ingredients are presented in a new form that is gaining favor all over the world and becoming the fashion with modern physicians and modern patients.

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OUR NEW YORK LETTER.

The Union League's Fifth Annual Ball—The Wormuth-Tiedmann Nuptials—A Donation to the Gallaudet Home—The Fanwood Quad Club's "Stag"—The Masquerade Ball—Minor Notes.

(From Our Regular Correspondent.)

Quite a goodly number of the silent community and their hearing friends attended the third annual ball of the Deaf-Mutes' Union League on the evening of January 19th. The Central Opera House Assembly Rooms presented a gay appearance, and the Union Leaguers were here, there and everywhere. The regulars were there in force intermingled with now and then a new face. A few out-of-town folks lent their presence. We can safely say that about 250 guests were there. In point of numbers it will be seen that a few years ago more than 800 attended a ball of the same character. Still the gaiety was not lessened thereby. Every dance on the two parts of the program was well patronized, even to the last lancers on part II. A more jolly sociable could not be had. The toilettes of the ladies were exquisite and many new dresses were seen that dame Fashion has but recently adopted. Social converse was not lacking and it showed that the favorite hobby of the deaf was sociability. We have always upheld this point and each gathering of the silent ones helps to prove our assertion. The Fanwood Quad Club has taken up this point and their Masquerade on Feb. 5th will be entertaining in this way as in the dance program.

At intermission supper was in order and after this dancing was resumed, a good many remaining until the musicians struck up "Home, Sweet Home," and the third ball of the Union League was over.

The want of a Press Club was apparent, and ere long such an organization ought to be and should be formed. Will not our friends, the writers for the *Journal*, *Advocate* and *Register* endeavor to bring about a call to arms for the above purpose?

A few of those who were present were Rev. Dr. Gallaudet, Rev. Mr. Chamberlain and wife, Mr. and Mrs. P. Tobin, Mr. and Mrs. Russell, Mr. and Mrs. G. Taggard and Miss Taggard, Mr. and Mrs. A. Barnes, Mr. and Mrs. A. Ballin, Mr. and Mrs. John F. O'Brien, Mr. and Mrs. T. I. Lounsbury, Mr. and Mrs. C. Bothner, Miss Nettie Bothner, Mr. and Mrs. Allen, Mr. C. W. Van Tassel, Mr. and Mrs. Souweine, Mrs. Hatch and her two daughters, Mrs. Yankauer and Miss Estelle; Mr. A. Capelli, Mr. Chas. LeClerc, S. Frankenheim, Mrs. Brown, Miss Prudence Burchard, Miss Fayette Peck, Miss P. Lewis, Mr. Elmendorf, Miss Spanton, Miss Welch, Miss Hericht, Miss Lizzie Smith, Mr. B. Seward, Mr. Van Tassel, Miss Agnes Craig, Miss Martha Jaycox and Mr. Baxter, Mr. T. Froehlich, Jas. Orr, Mr. F. Abrams, of Boston; Mr. G. Marshall, of Bridgeport; R. E. Maynard, of Yonkers; Mr. F. Hayden and escort; Mr. Max, Miller and Miss Clara Davis; Mr. Geo. Walsh and Miss Florence Hand; Mr. Tilson Haight and Miss Lucy Hand; Mr. Alex. Pach, Miss Maggie Jones, Thos. F. Fox, E. A. Hodgson, P. Redington, A. Bachrach, and a host of others representing our deaf-mute societies, of which the Fanwood Quad Club was the foremost. A great many others besides were there, but names, like dates, are so hard to re-

member that they seem to have escaped our fickle memory.

WORMUTH-TIEDMANN.

Quite a brilliant wedding occurred here on the evening of Wednesday, Dec. 20th last. The contracting parties were Mr. George W. Wormuth and Miss Margaret Tiedmann. So much had been said of the coming event, that at St. Ann's Church, where the wedding ceremony was performed, quite a large assemblage had gathered. At precisely eight o'clock, Dr. Gallaudet met the bridal party, and at once proceeded to tie the knot that "those whom God joined together let no man put asunder."

The bride entered the church leaning on the arm of her brother-in-law, Mr. Joseph Kelleher, the ushers, Mr. C. Lawrenz, Jr., and Mr. J. Ruckert, leading the way. Following were the brides-maid, Miss Eva Hoeher and Mr. Robert Harth, the best man, and Mr. Geo. Wormuth escorting his sister, Mrs. J. Kelleher.

The ceremony over, a recession was made, and the party left for Arlington Hall. The bride was attired in a handsome costume of white brocade satin, *en train*. Trimmings were of pearl. A veil of tulle encircled her head with a wreath of orange blossoms. Tea roses were the flowers that formed her bouquet. All the young men partaking in the wedding ceremony were attired in evening dress.

A reception was held at Arlington Hall, St. Mark's Place and Third Avenue, later in the evening, and supper was served at the conclusion of part II. on the program. The supper was quite a credit to the caterer's art, and was done full justice to by over two hundred guests. Dancing was continued after the supper, but one by one the guests departed. A large number of costly presents were received by the bridal couple and many congratulations from those who were unable to be present.

Both Mr. and Mrs. Wormuth are former pupils of Fanwood and are popular among the silent ones of this city.

After the reception they left on their wedding trip of two weeks' duration in the northern part of the State, and at this writing have returned, now occupying a cosy home in Harlem. Space forbids a list of those who were present, but we hope those who were will not feel overlooked.

A CHARITABLE GIFT.

At last our good work has been heeded. We have repeatedly urged the deaf to consider how pleasant and enjoyable it is to lend a helping hand in times of need. How grateful we feel for the kindly disposition shown by the Fanwood Quad Club. Such is manhood in its true sense. What more noble effort than to seek and give the aged and infirm deaf-mutes at the Gallaudet Home a merry Christmas. They think not of themselves; they remember kindly the poor, the afflicted blind, the aged and infirm. Yes, it is really gratifying to note its goodness in donating to the Gallaudet Home the sum of \$25, as a special Christmas gift. How many of our deaf-mute organizations have done anything for the Gallaudet Home? We can count them on our fingers. What a pity such a noble cause should be neglected by those whom the Home stands ready to receive in later years. What have the deaf really done to show their appreciation of its work, its cause? Yes, we hope the subject will receive careful consideration. At

every meeting of the Executive Committee of the Home the perplexing question arises, "Money?" It is in need of funds now and always. It does not receive any aid from the State. It does not expect it. The Home should be, and certainly ought to be, supported by the deaf themselves.

Let other associations of the State follow the example of the Fanwood Quad Club, not for once, but make it an annual gift of so much. How many organizations of the deaf are there in the State? A rough estimate places the number at about thirty. At \$25, annually as a special gift, that means \$750 a year. In five years this would amount to \$3,750. Yes, we believe such can be done. "None are so poor as those who will not give."

THE FANWOOD'S "STAG."

Saturday eve, Dec. 30th, 1893, the Fanwood Quad Club held a stag in memory of the dying year, as is their custom. This occasion is always remembered by those present. To say it was enjoyable is putting it mildly—it was immense, as "Hypo" put it. So much have been said and heard of the occasion that to go into details here would seem quite out of place. The smoking outfit, consisting of a small table and utensils such as are used by the ordinary smoker, went to Mr. E. Souweine—yet he smoketh not!

Later on, the tobacco jug by raffle, went to Mr. C. Q. Mann, of Yonkers—and he smoketh not, also! How odd, but its true.

This celebration far exceeded the gathering of Thanksgiving Eve by the same club, and nothing went to mar the right royal time. It was Dec. 31st before the last departed for their homes. Space forbids an account of the program, but the club's coming *bal masque* will receive a good account instead.

Tickets are out in profusion for the Fanwood Quad Club's coming Masquerade Ball on the evening of Feb. 5th, 1894, and a large number have already been sold. They are in great demand, and indications point to a large number of maskers. No pains have been spared to make this the greatest event of its kind ever held in New York. The price of admission is only 50 cents. Think of it! Why, a masquerade ball under a similar organization of hearing people would cost you from \$1. to \$5, but the Quad Club with foresight and liberality, together with the force of hard times, have been kind enough to charge such a low price of admission. It is within the reach of all; therefore it behooves you to take advantage of their liberality and at the same time show your appreciation of their good will by not only purchasing one or more for yourself but by inducing others to do likewise and thus assure not only a successful gathering but a grand and elaborate affair as well. Remember the date—February 5th, 1894.

WHY NOT?

The *Deaf-Mutes' Advocate* has been in the field sufficiently long to understand the needs of the deaf as regards reading matter and in this they have succeeded admirably well. True, the appearance of the paper is neat, except for one thing—its headings. It may seem all right in the country, but printers and critical New Yorkers they are instantly condemned. We only offer this suggestion of a change in the headings to im-

prove the appearance of the sheet. Surely this can and ought to be done.

The Protean Society will, on Saturday evening, Jan. 20th, give a series of Statuesques and Mock Trial at the Athenæum, 155th Street and Boulevard. It promises to be a grand success as that society's plans always are.

We agree with "Ted" in his opinion that an independent paper for the deaf cannot be long lived. To argue on our point here would cost a good deal of time and strength, but those who differ will confer a favor on the writer by permitting this point. If a city of 35,000 inhabitants cannot support a daily paper, how much more can 5,000 mutes (if that number is possible to obtain) support a weekly paper. It's a matter of circulation, not a mere budget of words; a matter of cash, not what can be pledged.

The *Deaf-Mutes' Advocate* is not published during June, July, August and September, as many of our mute population suppose, or rather believe. What can the deaf do without their paper for four months out of twelve? The *Journal* will tell you. It comes to you regularly fifty-two times a year; and during twelve months thereof. It contains all the news and is the official organ of all our deaf-mute gatherings and conventions.

MINOR MENTIONINGS.

The impression in Chicago that the New York mutes are bitterly at war with them on matters of all kinds is all bosh. That "Hypo" should *himself* only take up his pen and repeatedly attack them, does not prove that New Yorkers feel the same way. We believe Easton, Pa., is some miles off the other way and "Hypo" has also stirred up the hornets' nest in this city. Such an accusation from the Windy City has not a word of truth in it.

Still the matrimonial field is rife. Those lately joined in wedlock are: Miss Agnes Perry to Mr. Chas. McManus; Miss Eva Freeholder to Mr. Herman Eschert; and Miss Minnie Blaurock to Mr. Charles Bothner. Mr. Eschert married Miss Freeholder on Jan. 1st, and thus started the ball rolling for 1894. His bride elect is the daughter of Mr. J. Freeholder, who in a drunken debauch is said to have murdered his wife, her mother, on December 28th. The trial comes later. The couple were to have been married in February, but deeming it best to hurry the ceremony it took place on January 1st last.

After an absence of a couple of months we received a sample copy of the *Register* (gratis) dated Dec. 28th, which came on Jan. 21st. We see no obituary rules turned; but we want the address of "Chris," the New York correspondent of that paper. Imagine our chagrin in glancing at it. Will not "Chris" write and ask ye editor of the *Register* to change it properly?

[The agent and correspondent of the *Register* for New York City is Mr. C. E. Vernon. All communications for this column should be addressed to him, 267, 25 Whit. St. N. Y. City.

Does it mean 267 W. 125th Street?

In our next letter we are going to stir up the hornets' nest—or rather are going to get a move on somebody, and hope all mutes will favor the plan and the action to be taken. It is yet rather early, so we defer it until the February number. It is neither of "Hypo," Chicago, "A. Quad," "Gladstone," etc., so rest until assured of what it may be.

INFANTE.

YONKERS, N. Y., Jan. 18, '94.

JERSEY CITY AND NEWARK.

The Holidays—The New Organization Well Under Way—Items Picked up Here and There.

(From Our Regular Correspondent.)

The Christmas holidays came and disappeared like a dream. The New Year was ushered in amid the peals of bells from our churches. There was no ringing of the bells from the steeple of Trinity Church over in New York this year as customary. With the advent of the new year, we are hankering for better times. No pen can describe the sufferings and hardships which the poor have undergone during the distressing financial stringency. It is the general opinion that business will pick up in the Spring. If the prediction proves correct, how thankful we shall feel to see the poor have relief.

The committee that was appointed last month to look for a place for our association's meetings to be held in, have completed their work, and at the present writing we are glad to say a nice lodge-room has been found at a very moderate rent. The hall is at 870 Broad St., Newark. A meeting was called for Saturday evening, January 6th, for the purpose of collecting some money to push ahead business and submit the Constitution and By-Laws. It is conjectured that by the end of February every thing will be ready for the formal election of the executive officers.

Any mute wishing to become a member, should immediately, before the first of February, send his name and twenty-five cents, to the secretary as after that date recruits will be obliged to pay \$1.00 initiation fee so it is advisable that the deaf of New Jersey should take advantages of the small fee offered them.

NOTES.

Miss Minnie Mickle, of Paterson and a student of the National Deaf-Mute College, was home during the recess at college.

Mr. Alex. White, of Greenville, N. J., spent Christmas and New Year in Philadelphia.

Mr. Michael Condon, Boys' Supervisor at the Trenton Institution, was welcomed with joy by the mutes during half of the holidays. His presence among us is always refreshing.

Miss Josie Hattersley, of Trenton, and a pupil of the New Jersey school, spent her two weeks' vacation with Miss Sadie Cassidy, of East Orange.

Mr. and Mrs. Charles McManus, of Newark, had a small circle of callers on New Year's day at their cosy little home. The callers were chiefly composed of intelligent young gentlemen. Mr. Frank Stryker, of Brooklyn, was one of 'em.

It is said that Prof. Jones will probably take Rev. Mr. Chamberlain's place as minister for the deaf of New Jersey soon.

The New Jersey Deaf-Mutes Association will come out with a rare treat for the mutes ere long. Keep your eyes open and see what its.

Mr. A. D. Salmon, of Ledgewood, N. J., is expected in Newark sometime this month as the guest of Mr. Chas. McManus.

We are sorry to hear that the father of our most estimable friend, Mr. Emil Scheifler, has an attack of pneumonia and the doctor says it is very doubtful whether he will recover. Emil recently secured employment in the Decorative Glass Co. of New York.

BERT.

OUR FORMER PUPILS.

Brief Pen Sketches of Three Ambitious Young Men Whose Portraits Grace This Page—A Credit to the School that Educated Them.

We always take pride in the fact that our pupils, when they leave school, are able to support themselves, which is proof positive that the education they receive is of inestimable value. The accompanying portraits are only a few of many others that we would like to give, as occasion permit, to show how our graduates are progressing in life.



WALLACE COOK

was born at Long Branch July 2nd, 1876. Lost his hearing at the age of six, from scarlet fever. Could read a little before that; knew the alphabet at four; attended school for about five weeks before hearing was lost, and was making fine progress. Lost a year in sickness and recuperating. Attended several different private and public schools until he struck the Star of the Sea Academy, which is under the direction of the Sisters of Charity, which he attended for about three years; left there because he could not get along well on account of his deafness, but had advanced rapidly—was in the sixth reader, and beginning to study Latin, but stopped just where he was. Then entered the New Jersey Deaf-Mute Institute November 1st, 1888. At the age of twelve was put in the High Class. Here he studied but did nothing in the way of learning a trade until the following Spring, when he was put in the class in carpentry. In the fall he got a place as "devil" in the printing office. Remained "devil" for a few months, when another took his place. He says he had very small interest in the art until Mr. Porter came. During that time he was aspiring for honors in the National Deaf-Mute College, but a few months, or rather weeks, under Mr. Porter served to scatter the ambition of ever being addressed as Professor Cook or having an A.M. hitched on his name. He entered the race for the prize in the printing office in June, 1892, but came out second, and admitted a fair and square defeat. Though he tried and lost the prize, he gained a lot of experience which has proved useful to him. He left last January and being far enough advanced in general typesetting, easily secured a place on the Long Branch News, where he is working his way up. He has an uncontrollable love for

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mischief, which has withstood all efforts to break it, and which frequently gets him into trouble. People say he reads the lips very well. He is not afraid of getting along in the world, even though he is deaf, as he says deafness is no bar to his success. He is an only child; does not use tobacco in any form; hates the smell and sight of intoxicating liquors as a cockroach hates "Rough on Rats."

He has a love for books, poetry, the stage, fine arts and manly sports.



A. D. SALMON

was born at Ledgewood, formerly Drakeville, N. J., in 1871. At the age of two and a half years he became partially deaf from spinal meningitis. At the age of eight, he went to the public school, but did not attend regularly owing to his hearing which was changeable. There would be days when he could hear very well and then not at all. This continued until he was twelve years of age, when he became totally deaf.

He was one of the first pupils of the New Jersey School for Deaf-Mutes, entering on the first day it opened to receive pupils in 1883. Here he passed under different teachers and learned to read the lips by the way. His last teacher was Prof. Rowland B. Lloyd, A. B., who has had about twenty years experience as a teacher of the deaf, and who never knew of a more persevering and studious pupil. But Dick's schooling was most unfortunately interrupted every Spring by being called home to help his aged father on the farm.

When trades were introduced into the school, Dick was put into the carpenter shop, where he remained one year, but the remaining years were devoted to learning the art of printing.

He graduated in 1892, followed by the best wishes of every one connected with the school, for he had many warm friends.

His father died in 1892, leaving six children—five sons and a daughter, and the farm was left to Dick, so instead of following the vocation of the printer, he became manager of the

farm which he executes with good judgment and skill.



CHARLES T. HUMMER.

The portrait of this young man has appeared in the SILENT WORKER before, but the circulation of the paper has increased since then and it will be interesting to those new subscribers to know something about this young man, who distinguished himself while at the New Jersey School for Deaf-Mutes, by the excellent record he made in the school-room, the printing office and on the play ground. For two succeeding years he carried off the prize for highest excellence in printing, and last June graduated as valedictorian of his class, the first honor ever conferred on a graduate of the school. He is a young man of great vitality, and immediately on leaving school secured work in a printing office in Jersey City, and in spite of the dull times and financial crisis, succeeded in finding plenty of work to do. His employers have always spoken of him in the highest praise as an industrious, willing and competent workman. He scorns the idea of receiving support from his parents who are in comfortable circumstances, and one of the best traits in this young man's character is the fact that he hates idleness. In the formation of the society for deaf-mutes in Newark he is one of the most enthusiastic workers. He is the Jersey City and Newark correspondent for the SILENT WORKER, and in this connection has bent every effort to report everything of interest transpiring among the silent people of those two cities.

Charlie was born March 1st, 1875, in Washington, Warren Co., N. J. Attended public schools until he lost his hearing from scarlet fever at the age of five years. Attended the New Jersey School for Deaf-Mutes for eight years, and graduated last June. His address is 225 Fifth St., Jersey City, where he will be pleased to receive news and subscriptions for the SILENT WORKER from any one interested in the paper in his vicinity.

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